**Honors English 1**

**Reflection Paper**

**Due: Monday, November 14th**

Write a 2-3 page reflection in response to the following prompt:

**When do you think you first became aware of your gender? Did your gender play a significant role in how you saw yourself and how you engaged with others when you were a small child? Is your gender a big part of your identity today?**

You may organize this reflection however you like, as long as it is organized. If you would like to include pictures or images you may do that as well. Just be sure that whatever you create is thoughtful, reflective, and meaningful.

Your reflection will be graded based on the following rubric:

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| **CATEGORY** | **Exemplary**  **4** | **Proficient**  **3** | **Developing**  **2** | **Beginning**  **1** |
| **Content of Reflection**  **(x2)** | Reflection is thoughtful and deeply meaningful with a clear focus that is creatively developed from start to finish. | Reflection includes thoughtful analysis with a central topic that is proficiently developed. | The topic is unclear at times or seems to lack a central focus. More thoughtful analysis required. | The topic is unclear, undeveloped, or indicates minimal though and reflection. |
| **Connection to Topics Discussed in Class**  **(x2)** | Makes thoughtful and meaningful direct connections to articles, multimedia, discussions and topics analyzed in class in terms of gender and identity. | Some connections to topics addressed in class in relation to gender and identity. | Reflection is related to the topic of gender and identity but connects to class discussions and topics only tangentially. | Little to no connection to topics discussed in class. |
| **Organization** | Organizational structure is clear, logical, easy to follow, and creatively suited to the topic of the reflection. | Uses clear and logical organizational structure, with paragraphs, transitions, and other structures as appropriate. | Organizational structure is present, but weak or unclear; paragraph or section division is inappropriate; may lack transitions. | Little or no organizational structure; writing is all one paragraph. |
| **Language Use/Word Choice** | Uses language that is precise and engaging, with exceptional sense of voice, awareness of purpose, and effectively varied sentence structure. | Uses language that is fluent and original with a strong sense of voice, awareness of purpose, and the ability to vary sentence structure as needed. | Uses basic or vague/imprecise language, with little sense of voice, with unvarying/ineffective sentence structure. | Uses language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure. |
| **Conventions**  **and**  **Mechanics** | Demonstrates control of the conventions, exhibiting occasional errors only when using sophisticated language. | Demonstrates partial control of the conventions, exhibiting occasional errors that do not hinder comprehension. | Demonstrates limited control of the conventions, exhibiting frequent errors that make comprehension difficult. | Demonstrates little or no control of the conventions, making comprehension almost impossible. |